



High Expectations for All Students

State Superintendent's
High School Summit

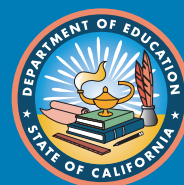
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Sacramento Convention Center
October 25-26



Jack O'Connell
*State Superintendent
of Public Instruction*

**CALIFORNIA
DEPARTMENT
OF EDUCATION**



Co-sponsored by
Bill & Melinda Gates Foundation

Superintendent O'Connell wishes to thank the following organizations for their assistance in planning this summit:

California State Board of Education

California Teachers Association

California County Superintendents Educational Services Association

California School Boards Association

California State University

California School Employees Association

California Federation of Teachers

Community Colleges






University of California

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Legend

	CIA	Curriculum, Instruction, and Assessment
	LDR	Leadership
	PLC	Professional Learning Communities
	SSI	Student Support and Intervention
	SST	Size, Structure, Time



CALIFORNIA
DEPARTMENT OF
EDUCATION

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JACK O'CONNELL

State Superintendent of
Public Instruction

PHONE: (916) 319-0800

October 25, 2004

Welcome to the *State Superintendent's High School Summit 2004: High Expectations for All Students*. I am pleased that you are able to join us at this event—the first of its kind to be held in California. We have a wonderful opportunity over the next two days to explore the issues that are of great concern to all of us in the high school community.

We have about 120 workshops and 2,500 attendees at this summit. Teachers, administrators, students, families, higher education representatives, business and community leaders, and education policymakers are here to discuss how we can forge a committed partnership to transform our high schools into places where all students can and do master a rigorous curriculum. We want our students to be prepared for the future that awaits them—whether they are pursuing postsecondary education, career-technical options, or both.

Much hard work is already under way at the more than 1,500 high schools and continuation schools across our state, serving more than 1.8 million high school students. I want to thank you for taking the time out of your busy schedule to participate in this summit. I also especially want to thank the Bill & Melinda Gates Foundation for its generous support and for co-sponsoring this event. The Foundation has done tremendous work nationally to ensure that all children have the benefit of a high quality education.

I hope you find these two days to be exciting and productive.

Sincerely,

A handwritten signature in black ink that reads "Jack O'Connell".
JACK O'CONNELL

Conference at a Glance

Monday, October 25, 2004

8:00 a.m. – 4:00 p.m. Registration

- 9:00 a.m. – 9:30 a.m. **Woodland High School Band**, Director, John Abiagana
- 9:30 a.m. – 12:15 p.m. Opening General Session
Jack O’Connell, State Superintendent of Public Instruction
Kati Haycock, Director of the Education Trust
Willard Daggett, President of the International Center for Leadership in Education
- 12:15 p.m. – 1:45 p.m. Lunch (on your own)
Regional Working Lunches
Educators, parents, board members, and community representatives are encouraged to attend, participate, and become a part of the regional plan for high performing high schools. Bring your team or come as an individual! Each region is planning a working lunch and networking get-together. You can purchase your lunch from the kiosk and bring it to the designated room. (See the program planner on page 20 for your region’s meeting room.)
- 1:45 p.m. – 3:00 p.m. Concurrent Sessions
Featured Speakers:
Gene Bottoms, Senior Vice President, Southern Regional Education Board
Joe Johnson, Special Assistant to the Ohio State Superintendent of Schools
Mary Catherine Swanson, Founder of Advancement Via Individual Determination (AVID)
- 3:00 p.m. – 3:15 p.m. Break
- 3:15 p.m. – 4:30 p.m. Concurrent Sessions
Featured Speaker:
Kylene Beers, Senior Reading Researcher at Yale University’s Comer School Development Program
- 4:30 p.m. – 5:30 p.m. Concurrent Sessions
- 5:30 p.m. – 7:30 p.m. Reception at Sheraton Grand Hotel, sponsored by California Teachers Association, California School Boards Association, and WestEd

Tuesday, October 26, 2004

7:30 a.m. – 12:00 p.m. Registration

- 8:30 a.m. – 9:45 a.m. Concurrent Sessions
Featured Speakers:
Doug Reeves, Founder and Chairman of the Center for Performance Assessment
Lawrence Gloeckler, Executive Director, Special Education Institute, International Center for Leadership in Education
- 9:45 a.m. – 10:00 a.m. Break
- 10:00 a.m. – 11:15 a.m. Concurrent Sessions
Featured Speaker:
Hilda Clarice Quiroz, Program Developer and Training Specialist for the National School Safety Center
- 11:15 a.m. – 11:30 a.m. Break
- 11:30 a.m. – 12:45 p.m. Concurrent Sessions
- 12:45 p.m. – 1:45 p.m. Lunch/Concert
Sheldon High School Jazz Band, Director, Jim Mazzafero
- 2:00 p.m. – 3:00 p.m. Closing Session
Jack O’Connell, State Superintendent of Public Instruction
Chauncey Veatch, 2002 California and National Teacher of the Year

Keynote Speakers



Jack O'Connell

State Superintendent of Public Instruction

Jack O'Connell was elected as California's twenty-sixth State Superintendent of Public Instruction in 2002. Previously, he served for two decades in the California State Legislature representing the Central Coast.

Throughout his career, Superintendent O'Connell has worked to improve public education in California. As the author of numerous landmark education bills in both the Assembly and the State Senate, he made quality education his number one priority.

At the helm of the California Department of Education, Superintendent O'Connell has focused on accountability and high standards for all students. He is a strong advocate for improving

student achievement in California high schools.

He has worked to reduce the bureaucratic burden placed by state government on local school districts and to bolster support for the state's classrooms. He is a long-time advocate for smaller class sizes, improved teacher recruitment and retention, comprehensive testing, and up-to-date school facilities.

Superintendent O'Connell also taught high school for several years at his former alma mater.

**Opening Session, Monday,
9:30 a.m.–12:15 p.m.**

**Closing Session, Tuesday,
2 p.m.–3 p.m.**



Kati Haycock

Director of the Education Trust

Improving Achievement and Closing Gaps Between Groups: Lessons from Schools and Districts on the Frontier

Kati Haycock serves as Director of the Education Trust at the American Association for Higher Education. Established in 1992, the Trust works with school districts and institutions of higher education to launch simultaneous reform efforts aimed at improving teaching and learning, especially for minority and low-income students. The Trust also provides policy leadership at the national level.

Prior to coming to the Trust, Haycock served as Executive Vice President of

the Children's Defense Fund, the nation's largest child advocacy organization. A native Californian, Haycock served as Director of Relations with Schools and Educational Opportunity Programs for the nine-campus University of California system. Subsequently, she founded, and served as President of, The Achievement Council, an independent statewide organization that assists teachers and administrators in low-performing, predominantly minority schools in working to increase student achievement.

**Opening Session, Monday,
9:30 a.m.–12:15 p.m.**



Willard R. Daggett

President of the International Center for Leadership in Education

Willard Daggett is recognized worldwide for his proven ability to move education systems toward more rigorous and relevant skills and knowledge for *all* students. He has assisted a number of states and hundreds of school districts with their school improvement initiatives, many in response to No Child Left Behind and its demanding adequate yearly progress (AYP) provisions. Dr. Daggett has also

collaborated with education ministries in several countries and with the Council of Chief State School Officers, the Bill & Melinda Gates Foundation, the National Governors Association, the U.S. Chamber of Commerce, Apple Computer, and many other national organizations.

**Opening Session, Monday,
9:30 a.m.–12:15 p.m.**

Keynote Speakers (continued)



Chauncey Veatch
*2002 California and National
Teacher of the Year Education*

Chauncey Veatch earned his bachelor's degree in history in 1970 from the University of the Pacific in Stockton, California, and a doctorate in jurisprudence from the University of Notre Dame, Indiana, in 1975.

Veatch served as an officer in the U.S. Army Infantry and the medical services corps for 22 years. During those years he had assignments in Spain, Costa Rica, Panama, El Salvador, Paraguay, and Peru. He studied Spanish at the military's Defense Language Institute in Monterey, California, and the Octavio

Paz Center for Latin American Studies in Guadalajara, Mexico.

During his first three years of teaching, from 1995 to 1998, he earned his social studies teaching credential at Chapman University in Palm Desert. He also taught seventh and eighth grade students from 1995 to 1999. Since 1995 he has taught English as a second language and citizenship classes.

**Closing Session, Tuesday,
2 p.m.–3 p.m.**

Featured Speakers



James E. (Gene) Bottoms
*Senior Vice President, Southern
Regional Education Board*

Gene Bottoms has served as Director of the Southern Regional Education Board's (SREB) *High Schools That Work* initiative since 1987. In July 1997 he was promoted to Senior Vice President of the Southern Regional Education Board, reflecting his role in and SREB's interest in and commitment to the *High Schools That Work* initiative. This initiative is the largest effort in America to improve high schools for career-bound students. The program involves over 1,000 high schools in more than 30 states. Numerous other

states and school districts throughout the nation are adopting the goals and key practices as a way to improve high school for all youths, especially career-bound youths.

Dr. Bottoms has been a local school teacher, principal, and guidance counselor. He is a native of Georgia and a product of its public school system.

**Sessions are Monday,
1:45 p.m.–3 p.m. (SST 112)
and 3:15 p.m.–4:30 p.m. (SST 114)**



Joseph Johnson
*Special Assistant to the Ohio State
Superintendent of Schools*

Joseph Johnson serves the Ohio Department of Education as the special assistant to the State Superintendent. Dr. Johnson works with the Department's senior leadership to design and implement a comprehensive strategy for closing achievement gaps in Ohio. A substantial part of that work has focused on leading efforts to reform Ohio's high schools.

Johnson earned a Ph.D. in educational administration from the University of

Texas at Austin's Cooperative Superintendency Program. He earned a Master of Arts in Education from San Diego State University and graduated magna cum laude with a Bachelor of Science degree from the University of Wisconsin at Oshkosh.

**Sessions are Monday,
1:45 p.m.–3 p.m. (LDR 54)
and 4:30 p.m.–5:30 p.m. (LDR 63)**

Featured Speakers (continued)



Mary Catherine Swanson

Founder of Advancement Via Individual Determination (AVID)

Mary Catherine Swanson began her career in education in the fall of 1966, teaching at Woodland (California) High School, after which she joined the faculty at Armijo High School in Fairfield, California. In the fall of 1969, she began teaching at Moreno Valley High School in Sunnymead, California. In 1970 Swanson joined the faculty of San Diego's Clairemont High School. In all, she taught at Clairemont for 16 years, eventually rising to the chairmanship of Clairemont's English department.

From a single class of 30 students in San Diego, the AVID program has spread from coast to coast and to 14 countries overseas. As of September 2001, some 65,000 middle school and high school students were enrolled in AVID programs at more than 1,200 schools in 21 states and 14 countries.

Sessions are Monday, 1:45 p.m.–3 p.m. (SSI 85), and Tuesday, 11:30 a.m.–12:45 p.m. (SSI 109)



Kyleen Beers

Senior Reading Researcher at Yale University's Comer School Development Program

A former middle school teacher, **Kyleen Beers** has turned her commitment to helping struggling readers into the major focus of her research, writing, speaking, and teaching. She is the editor of *Voices from the Middle*, the journal of the National Council of Teachers of English (NCTE); program author for *Holt Literature and Language Arts*, grades 6–12, and *Elements of Literature*, grades 6–12 (both published by Holt, Rinehart and Winston); co-editor of *Into Focus: Understanding and Creating Middle School Readers* (Christopher-Gordon, 1998); and co-editor of *Books*

for You: An Annotated Booklist for High School Students (NCTE, 2000).

A respected authority on struggling readers, Beers works with elementary, middle school, and high school teachers across the nation. She was the 2001 recipient of the Richard W. Halle Award given by NCTE for outstanding contributions to middle school education.

Sessions are Monday, 3:15 p.m.–4:30 p.m. (CIA 12) and 4:30 p.m.–5:30 p.m. (CIA 23)



Douglas Reeves

Founder and Chairman of the Center for Performance Assessment

Douglas Reeves is chairman and founder of the Center for Performance Assessment, an international organization dedicated to improving student achievement and educational equity. Dr. Reeves is a frequent keynote speaker in the U.S. and abroad for education, government, and business organizations and is a faculty member of leadership programs sponsored by

the Harvard Graduate School of Education. The author of 17 books and many articles, Reeves is the author of the best-selling *Making Standards Work*, now in its third edition.

Sessions are Tuesday, 8:30 a.m.–9:45 a.m. (PLC 80) and 10:00 a.m.–11:15 a.m. (PLC 81)

Featured Speakers (continued)



Lawrence Gloeckler

*Executive Director, Special Education
Institute, International Center for
Leadership in Education*

From 1989-2003 **Larry Gloeckler** was Deputy Commissioner for the New York State Education Department. In this role he served as both State Director of Special Education and State Director of Vocational Rehabilitation and was responsible for administering the state's Independent Living Program. He also served as President of the National Association of State Directors of Special Education from November 2000 to November 2001.

In addition, Gloeckler is a member of the Technical Advisory Board of the National Research Center on Learning Disabilities, co-located at the University of Kansas and Vanderbilt University;

serves on the Professional Advisory Board to the National Center for Learning Disabilities in New York City; is a consultant with the Nevada Department of Education, the National Center for Disabilities Services, the University of North Carolina at Charlotte, and the National Center on Special Education Accountability and Monitoring at Louisiana State University. He also serves on the Critical Issues Committee for the State Departments of Education in Maryland and California.

Sessions are Tuesday, 8:30 a.m.–9:45 a.m. (SSI 93) and 11:30 a.m.–1 p.m. (SSI 105)



Hilda Clarice Quiroz

*Program Developer and Training Specialist
for the National School Safety Center*

Hilda Clarice Quiroz is an education and law enforcement trainer for the National School Safety Center in Westlake Village, California. Her more than 30 years in education includes 19 years as a high school classroom teacher, and the past several years have been dedicated to studying the dynamics and effects of bullying on student achievement and school environments. Quiroz coauthored *Bullying at School*,

published by the California Department of Education in 2003. She conducts training and professional development on youth culture, bullying, and belonging in today's classrooms for California and other states.

Sessions are Tuesday, 10 a.m.–11:15 a.m. (SSI 99) and 11:30 a.m.–12:45 p.m. (SSI 105)

Curriculum, Instruction, and Assessment

CIA 1

Monday
1:45 p.m.–3 p.m.
Room 310

California Mathematics Subject Matter Projects

Learn about the focus and direction of the California mathematics subject matter projects. These model professional development and strategies projects maximize learning and build conceptual understanding and mathematical skills.

Susie W. Hakansson, Executive Director, California Mathematics Project, Los Angeles

Lori Hamada, Director, San Joaquin Valley Mathematics Project, Fresno

Judith Jacobs, Director, California State Polytechnic University, Pomona

Kyndall Brown, Codirector, University of California, Los Angeles Mathematics Project, Los Angeles

Pam Hutchinson, Director, University of California, Davis Mathematics Project, Vallejo

CIA 2

Monday
1:45 p.m.–3 p.m.
Room 313

A Comprehensive Secondary Standards-Based English-Language Development Curriculum

Using Hampton-Brown's *High Point Series*, Los Angeles Unified School District presenters will demonstrate the English-language development (ELD) curriculum it uses in its ELD program at the middle and high school levels. This overview will also reveal ideal components needed to implement a systemic ELD program in your school.

Ludo Deschuytter, Coordinator, Los Angeles Unified School District, Language Acquisition Branch

Karin Aguilar, Teacher Expert, Los Angeles Unified School District, Language Acquisition Branch

CIA 3

Monday
1:45 p.m.–3 p.m.
Room 205

Skills for Teaching and Assessing English Learners

In this session participants will experience interactive dialogue with the author of the *Map of Standards for English Learners*, a resource guide for secondary teachers, and gain important skills for helping secondary school English learners achieve standards and learning.

John Carr, Senior Research Associate, WestEd, Oakland

CIA 4

Monday
1:45 p.m.–3 p.m.
Room 307

California High School Exit Examination Update and Resources for Preparing Students

This session provides general testing requirements, exam content, resources, and guidelines for assisting teachers in preparing students for the *California High School Exit Examination (CAHSEE)*. Participants will learn of one school district's process for preparing students for the English-language arts portions of the *CAHSEE*.

Jessica Valdez, Consultant, High School Exit Exam Office, California Department of Education

Jerry Crosby, Teacher and Department Chair for Language Arts at Florin High School, Elk Grove Unified School District

Dawn Maxon, *CAHSEE* Teacher, Elk Grove Unified School District

CIA 5

Monday
1:45 p.m.–3 p.m.
Room 201

Mathematics and Science Initiative

This informative presentation will suggest to policymakers and educators some critical leverage points within the kindergarten through university education systems that can yield improvement in mathematics and science education for California students.

Lynda Goff, Vice Provost and Dean of Undergraduate Education, University of California, Santa Cruz, and leader for the University of California Office of the President for developing and managing the Mathematics and Science Initiative

Susan Hackwood, Engineering Professor, University of California, Riverside, and Executive Director of the California Council for Science and Technology

Kenneth Millett, Mathematics Professor, University of California, Santa Barbara

Harold Asturias, Professor, Lawrence Hall of Science, University of California, Berkeley, and president-elect of the California Mathematics Council

Sharon Janulaw, President, California Science Teachers Association, and Director of the North Bay Science Project at Sonoma State University

CIA 6

Monday
1:45 p.m.–3 p.m.
Room 315

Best Practices for Student Success on the California High School Exit Examination

This panel will discuss a pilot study conducted in high schools where results show a greater number of students passed the *California High School Exit Examination* because of the strategies implemented in the study.

Dave Jolly, Director, California Academic Partnership Program, California State University, Long Beach

Katrine Czajkowski, Teacher, Mar Vista High School, Imperial Beach

Jordan Horowitz, Senior Project Director, WestEd, Los Alamitos

Louise Phipps, Principal, Mar Vista Senior High School, Sweetwater Union High School District

Allan Weisberg, Consultant, California Academic Partnership Program, Nevada City

CIA 7

Monday
1:45 p.m.–3 p.m.
Room 316

Sustainable Collaborative Efforts in Promoting Math and Science Excellence

Learn about the benefits and sustainability of collaboration from the Capitol Center Mathematics, Engineering, and Science Achievement (MESA) program. This panel will describe how the program has promoted math and science excellence in educationally disadvantaged student populations since 1971 and will give examples of services the program provides to help create schoolwide improvement.

James Harold, Director, Capitol Center MESA, Sacramento

M. Magdalena Carrillo Mejia, Superintendent, Sacramento City Unified School District

Belinda Kirk, Teacher, Rosemont High School, Sacramento City Unified School District

Wei Hu, Teacher, John F. Kennedy High School, Sacramento City Unified School District

Nancy C. Wai, Director, Secondary Curriculum and Staff Development, Sacramento City Unified School District

CIA 8

Monday
1:45 p.m.–3 p.m.
Room 305

Improving Adolescent Literacy: Strategies That Work

Participants will learn how an urban high school raised academic achievement by using a schoolwide approach led by a team of teachers, administrators, and university partners who identified research-based strategies and applied them to content and elective classes. The results were improved student achievement, deepened professional development, and stronger partnerships.

Douglas Fisher, Professor, San Diego State University

Nancy Frey, Assistant Professor, San Diego State University

CIA 9

Monday
1:45 p.m.–3 p.m.
Room 318

Tap into the Potential of Your Library as a Literacy Partner

This session will look at the *Guiding Principles for Systems Change* through the lens of the library. Participants will have the opportunity to update their expectations about what should be available and accessible to students and how the library has evolved toward improved literacy.

Barbara Jeffus, School Library Consultant, California Department of Education

CIA 10

Monday
1:45 p.m.–3 p.m.
Room 302

Differentiated Instruction for English Learners

This session explores various strategies for providing differentiated instruction for English learners during their language arts block in structured English immersion settings. The strategies include flexible grouping, reading buddies, graphic organizers, learning contracts, and tiered activities, products, and assessments.

Magdalena Ruz Gonzalez, Language Arts, Literacy, and Biliteracy Curriculum Coordinator, San Bernardino County Superintendent of Schools Office

CIA 11

Monday
1:45 p.m.–3 p.m.
Room 319

New Technology High School: Putting Theory into Action

This session will feature the New Technology High School Model being implemented in eight northern California communities. Participants will learn how the model incorporates project-based learning in a technology-rich, small school setting. This exciting model program actively engages students and supports unique teaching and learning challenges.

Susan Schilling, Chief Executive Officer, New Technology Foundation, Napa

Bob Pearlman, Director of Strategic Planning, New Technology Foundation, Tucson, Arizona

CIA 12

Monday
3:15 p.m.–4:30 p.m.
Room 204

Strategies to Help Struggling Readers

Helping struggling readers is the central focus of Beers' research, writing, speaking, and teaching. She is the author of *When Kids Can't Read: What Teachers Can Do* (Heinemann, 2003). Beers received the Richard W. Halle Award from the National Council of Teachers of English in 2001 for outstanding contributions to middle school education.

Kylene Beers, Senior Reading Researcher, Yale University

CIA 13

Monday
3:15 p.m.–4:30 p.m.
Room 105

Integrated Curriculum in a Manufacturing Academy

This session presents a successful secondary-level manufacturing academy program that involves integrating core academic subject areas with vocational-technical industry sectors. Academy teachers will provide an overview of the program that includes planning, implementation, project activities, and assessment.

William Giovanetti, Coordinator, Manufacturing Technology Production Academy (MPTA) at Laguna Creek High School, and Chair of the Industrial Technology Department, Elk Grove Unified School District, Sacramento

Academy teachers:

Denise Puccini, Algebra/Geometry

Jim Friedrich, Algebra II/AP Statistics/AP Calculus BC

Dave Hackett, General Science/Physics/DI 11

Jennifer Philipp, English 9

Erik Olson, English 10

Steve Bryant, English 11

Rob Haworth, Biology/MPTA, Support 9, and 10/Drafting

Joel Richards, Drafting/CAD

Bob Harriman, MPTA Guidance Counselor

CIA 14

Monday
3:15 p.m.–4:30 p.m.
Room 205

Moving Professional Development into Schoolwide Implementation

This session showcases Imperial County Office of Education's School Support Team and its strategies for helping schools integrate teacher and principal standards-aligned professional development into a collaborative and effective use of teaching materials.

Judy Maurice, Deputy Superintendent, Imperial County Office of Education

Donna Schoneman, Coordinator for Secondary English–Language Arts, Imperial County Office of Education

Marsha King, Coordinator of Secondary Mathematics, Imperial County Office of Education

CIA 15

Monday
3:15 p.m.–4:30 p.m.
Room 303

Engaging Students in Upper-Level Sciences

Learn about the Almanor Research Institute located at Chester Junior-Senior High School in Plumas County. Students in grades seven through twelve are engaged in the institute's rigorous science curriculum and have enrolled in dramatically high numbers in physics and chemistry. At Chester *all* freshmen are enrolled in college preparatory biology.

Dave Bradley, Teacher and Specialized Program Coordinator, Chester Junior-High School and the Almanor Research Institute

CIA 16

Monday
3:15 p.m.–4:30 p.m.
Room 317

Aligning Accrediting Requirements with Monitoring Processes

Participants will learn how accrediting requirements for schools are being aligned with state and federal accountability requirements. Presenters will also review the Western Association of Schools and Colleges and California Department of Education focus on learning protocol that can be used to develop a single plan for student achievement.

Marilyn S. George, Associate Executive Director for the Accrediting Commission for Schools

Sallie L. Wilson, Consultant, California Department of Education

CIA 17

Monday
3:15 p.m.–4:30 p.m.
Room 203

Gazing Through the Looking Glass—Reflections on Backward and Forward Mapping for Mathematics Content Standards

Participants will learn how looking backward tells us what students must learn to be successful on the *California High School Exit Examination* and looking forward shows us standards-based instruction required by the No Child Left Behind Act. Presenters will demonstrate how schools can support students' understanding of higher level mathematics.

Lily Roberts, Consultant, High School Exit Exam Office, California Department of Education
Patricia Duckhorn, Director, K–12 Mathematics, Sacramento County Office of Education

CIA 18

Monday
3:15 p.m.–4:30 p.m.
Room 306

English–Language Arts: Basic Instruction and Intensive Intervention

This session will provide an overview of standards-aligned English–language arts curriculum in both the basic and the intensive intervention categories. The presenter will highlight the strategic intervention materials as well as curriculum-embedded assessments for these programs.

Vicki Alterwitz, Director, K–12 English–Language Arts, Sacramento County Office of Education
Robin Lund, Director/Teacher, Professional Development, Sacramento County Office of Education

CIA 19

Monday
3:15 p.m.–4:30 p.m.
Room 318

Teaching Writing to Struggling Readers

Participants will learn how struggling writers in an urban middle and high school made significant gains in writing skills when teachers implemented a *gradual release of responsibility* model of writing instruction. Presenters will demonstrate methods for teaching the craft and conventions of writing and systematically increased writing tasks.

Douglas Fisher, Professor, San Diego State University
Nancy Frey, Assistant Professor, San Diego State University

CIA 20

Monday
3:15 p.m.–4:30 p.m.
Room 304

The Demands of On-Demand Writing

This session will focus on the particular demands that timed writing places on student writers. Teachers will better understand how to prepare students for this type of writing and why being able to write on demand is an important skill.

Carol Jago, Director, California Reading and Literature Project, and Teacher, Santa Monica High School

CIA 21

Monday
3:15 p.m.–4:30 p.m.
Room 201

Tech Prep—A Partnership That Works

Learn about a partnership between Santa Maria Joint Union High School and Allan Hancock Community College. A sequence of academically rigorous courses and strong linkages between high school and technical training at the community college leads students to certification in the business industry.

Kay Orrell, Project Manager, Business Education Resource Consortium
Cindy Quaid, Business Advisor, Santa Maria Joint Union High School District

CIA 22

Monday
3:15 p.m.–4:30 p.m.
Room 307

Best Practices in the Garden Grove Unified School District

This session focuses on the district's 2004 Eli Broad Foundation Award for success in significantly raising student achievement at the high school level. Presenters will discuss their practices, the National Center for Educational Accountability systems, and other components that contributed to their success in student achievement.

Connie Van Luit, Principal, Los Amigo High School, Garden Grove Unified School District

Benjamin Wolf, Principal, Santiago High School, Garden Grove Unified School District

Matthew Witmer, Garden Grove Unified School District, Garden Grove

CIA 23

Monday
4:30 p.m.–5:30 p.m.
Room 204

Strategies to Help Struggling Readers

Follow-up session. (See Monday, 3:15 p.m.–4:30 p.m., CIA 12)

Kylene Beers, Senior Reading Researcher, Yale University

CIA 24

Tuesday
8:30 a.m.–9:45 a.m.
Room 308

Narrowing the Language Divide by Boosting Vocabulary Development and Lesson Comprehension Across Subject Areas

Research-based and classroom-tested instructional strategies are presented that promote rigorous academic vocabulary development and lesson comprehension. Participants will also observe how to integrate classroom opportunities for applying new vocabulary in spoken and written communication. Participants will also receive materials and practical tools for assessing student mastery and effective teaching skills.

Kate Kinsella, Teacher Educator and Secondary School Consultant, San Francisco State University

CIA 25

Tuesday
8:30 a.m.–9:45 a.m.
Room 303

High-Quality High School Instruction Through Service-Learning

This session features the benefits of service-learning, including the opportunities it creates for students to integrate real-life experiences with strong instructional practices to expand their personal, social, and civic education along with academic achievement.

Michael Brugh, CalServe Consultant, California Department of Education

Evan Goldberg, Regional Service-Learning Coordinator, Alameda County Office of Education, Hayward

Tim Johnson, District Service-Learning Coordinator, Los Angeles County Office of Education

Andrew Furco, Faculty Director, University of California, Berkeley, Graduate School of Education

CIA 26

Tuesday
8:30 a.m.–9:45 a.m.
Room 318

A Focused Approach to Standards and Testing (FAST) – Teaching the California High School Exit Examination Standards in Every Class

Participants will learn to identify the standards that are focused toward *CAHSEE* and discover the benefits of teaching the identified mathematics and language arts standards in their noncore academic courses.

Kay Orrell, Project Director, Business Education Resource Consortium, Allan Hancock College, Santa Maria
Neil Yeager, Consultant, Secondary, Postsecondary, and Adult Leadership Division, California Department of Education

CIA 27

Tuesday
8:30 a.m.–9:45 a.m.
Room 201

Rigorous Courses, Access, and Student Achievement

This session features a panel of University of California faculty and school district administrators. They will discuss the value of rigorous courses for postsecondary transition and the importance of support from the entire school to ensure access to those courses for every student.

Ron Fox, Administrator, Secondary, Postsecondary, and Adult Leadership Division, California Department of Education

Michael Brown, Chair, Board of Admissions and Relations with Schools, University of California, Santa Barbara

Sheila H. Smith, District Coordinator, Gifted and Talented Programs, Los Angeles Unified School District

Edward L. Marquez, Administrator, International Baccalaureate Organization, Citrus Heights

David Reese, Principal, Bakersfield High School, Bakersfield

CIA 28

Tuesday
11:30 a.m.–12:45 p.m.
Room 203

High Schools on the Right Track

This presenter will launch a lively discussion by introducing a hypothetical troubled school facing major challenges in high school reform. The panel discussion will feature principals of high-priority schools who have experienced challenges in the past and seen higher numbers of achieving students over the past three years.

Shirley Houser, Principal, Monache High School, Porterville Unified School District

Catherine Jo Foss, Assistant Principal, Birmingham Senior High School, Los Angeles Unified School District

Howard Berger, Principal, Tulare Union High School, Tulare Joint Union High School District

George Griffin, Principal, Winters High School, Winters Joint Unified School District

CIA 29

Tuesday
8:30 a.m.–9:45 a.m.
Room 315

Content-Based Professional Learning Communities for High School Educators

Corning High School will discuss how its collaboration with the California Subject Matter Projects has supported the creation of content-based professional learning communities that support improved teaching and learning in the “A–G” courses.

Jayne Marlink, Executive Director, California Writing Project, University of California, Berkeley

Susie Hakansson, Executive Director, California Mathematics Project, University of California, Los Angeles

Bruce Cole, Principal, Corning Union High School, and former director of the Northern California Foreign Language Project

Rochelle Ramay, Teacher, Corning Union High School, and Teacher Consultant with the Northern California Writing Project

Melinda Self, Superintendent, Corning Union High School District, and initiator in the move to link Corning High School with the Subject Matter Projects at California State University, Chico

Maria Alicia Lopez Freeman, Executive Director, California Mathematics Project, University of California Los Angeles

CIA 30

Tuesday
8:30 a.m.–9:45 a.m.
Room 205

Introducing the Analyzing Instructional Materials Process

Participants will examine the Analyzing Instructional Materials process developed to promote leadership and nurture collaboration in the selection and implementation of instructional materials.

Jo Topps, Regional Director, K–12 Alliance/WestEd, Santa Ana

CIA 31

Tuesday
8:30 a.m.–9:45 a.m.
Room 313

Secondary Literacy Support Network

Participants will learn how the Secondary Literacy Support Network (SLSN) assists administrators and teachers in designing and implementing a literacy blueprint that virtually remodels high schools for schoolwide literacy. The presenters will also demonstrate how SLSN incorporates content literacy and reading interventions.

Donna Covey, Director of Secondary Literacy Support Network, WestEd, Benicia

Patti Crotti, Senior Program Associate, WestEd, Oakland

CIA 32

Tuesday
8:30 a.m.–9:45 a.m.
Room 307

Are Good Things Happening in Your Language Arts Classrooms?

This session will provide participants with three tools for the classroom that help determine how effectively language arts programs are implemented. Methods for remembering how to implement them will be presented.

Mark Calonico, Reading/Language Arts Curriculum Specialist, Sacramento County Office of Education

CIA 33

Tuesday
8:30 a.m.–9:45 a.m.
Room 304

The California Partnership for Achieving Student Success

Do you want to build regional K–16 partnerships in your region? The California Partnership for Achieving Student Success (Cal-PASS) has the answer to this question and more. This presentation includes ways to improve instruction and increase success for students in transition.

Brad Phillips, Executive Director, Cal-PASS, El Cajon

Patrick Perry, Vice Chancellor, Technology, Research, and Information, California Community Colleges, Sacramento

William Piland, Professor of Education, San Diego State University

Warren Williams, Principal, Grossmont Adult Education Center, Grossmont Union High School District, La Mesa

Patrick Perry, Vice Chancellor, California Community Colleges

CIA 34

Tuesday
8:30 a.m.–9:45 a.m.
Room 316

“UC”—An Academic and Integrated Approach to Creating a College-Going Culture in Low-Performing High Schools

Learn about the Puente Project, a nationally recognized project that integrates student support and parent education with a demanding English class. Presenters will focus on the key elements of portfolio assessment, academic counseling, and community support that have proven successful in increasing the number of students who enroll in college.

Jane Pieri, Director of High School Training, Puente Project, Oakland

Mary K. Healy, Credentialing Consultant, University of California and California State University, Oakland

Steve Gonzales, Puente Counselor, Magnolia High School, Anaheim

CIA 35

Tuesday
10 a.m.–11:15 a.m.
Room 308

Narrowing the Language Divide by Boosting Vocabulary Development and Lesson Comprehension Across Subject Areas

Follow-up session. (See Tuesday, 8:30 a.m.–9:45 a.m., CIA 24)

Kate Kinsella, Teacher Educator and Secondary School Consultant, San Francisco State University

CIA 36

Tuesday
10 a.m.–11:15 a.m.
Room 301

California Career-Technical Education Standards and Framework Initiative

This session will feature the California Institute on Human Services at California State University, Sonoma, and its work with the Standards and Frameworks Advisory Group and others to develop career-technical education standards for the 15 employment sectors in California.

Eileen Warren, Administrator, California Institute on Human Services, Sonoma State University

Patrick Ainsworth, Director, Secondary, Postsecondary, and Adult Leadership Division, California Department of Education

CIA 37

Tuesday
10 a.m.–11:15 a.m.
Room 201

The Results Are In! California's Exemplary Regional Occupational Centers and Programs

Review exemplary programs for students attending regional occupational centers and programs. The 2002 Accountability Research Study by the University of California, Riverside, identifies seven significant and positive outcomes for students and describes model programs that can be duplicated in your school.

Al Tweltridge, Administrator, Regional Occupational Centers and Programs, California Department of Education

Doug Mitchell, Director, University of California, Riverside

Laurel Adler, Superintendent, East San Gabriel Valley Regional Occupational Program

CIA 38

Tuesday
10 a.m.–11:15 a.m.
Room 317

Technology High School at Sonoma State

Innovative and project-based, the Technology High School at California State University, Sonoma, uses math and science curriculum written in collaboration with math and science teachers, university professors, and engineers from business and industry. Learn about this unique high school, its students, and added features, such as university courses and its library.

Adam Littlefield, Administrator, Technology High School, Rohnert Park

Kay Dorner, Principal, Technology High School, Rohnert Park

CIA 39

Tuesday
10 a.m.–11:15 a.m.
Room 319

California State University Early Assessment Program, Part I

The Early Assessment Program offers high school students an opportunity to determine their readiness for college-level work in English and mathematics before entering college. Presenters will demonstrate the eleventh-grade assessment and present the curriculum resources available to support students' preparation in the twelfth grade.

Allison Jones, Office of the Chancellor, California State University

John Edlund, Professor and Director, California State Polytechnic University, Pomona

Marshall Cates, Professor, Mathematics Department, California State University, Los Angeles

CIA 40

Tuesday
10 a.m.–11:15 a.m.
Room 105

Who Says Work Can't Be Fun?

Experience firsthand the excitement of students participating in a college-connected activity known as SIFE/SAGE (Students in Free Enterprise/Students for the Advancement of Global Entrepreneurship). Using *Virtual Enterprise*, a nontraditional, global simulation, students learn and have fun while being placed on the front lines of the business world.

Polly Farina, Teacher and Northern California Virtual Enterprise Coordinator, Benicia High School

CIA 41

Tuesday
10 a.m.–11:15 a.m.
Room 309

The Changing Face of High School Arts Education

The presenters explore The California Arts Project, the changing expectations of high school arts education, and one school district's response. The panel will share strategies that affect teachers' perspectives, instruction, and assessments.

Nancy Carr, Visual and Performing Arts Consultant, California Department of Education

Kris Alexander, Executive Director, The California Arts Project, San Bernardino

Armalyne De La O, Visual and Performing Arts Director, San Bernardino City Unified School District

Keith Brockie, Visual Arts Teacher and Chairperson of Visual and Performing Arts, Arroyo Valley High School, San Bernardino City Unified School District

Amy Schiffner, Dance Teacher, Arroyo Valley High School, San Bernardino City Unified School District

Karen Craig, Principal, Arroyo Valley High School, San Bernardino City Unified School District

CIA 42

Tuesday
10 a.m.–11:15 a.m.
Room 302

Excellence in Teaching American History

This panel will examine how to improve the teaching of history in high school. Panel members will demonstrate how professional development raises expectations about students and how the results of statewide and classroom-based assessments guide and improve teaching practices.

Jana Flores, Executive Director, California History-Social Science Project, University of California, Los Angeles

Nancy McTygue, Director, History and Cultures Project, University of California, Davis

Liz Guyer, U.S. History Teacher and History Department Chair, Rio Linda High School, Grant Joint Union High School District

Adam Berman, Director of Curriculum and Instruction, Grant Joint Union High School District

John Gargani, President, Gargani and Company, Independent Evaluators, Oakland

CIA 43

Tuesday
10 a.m.–11:15 a.m.
Room 314

Focus, Alignment, Expectations, and Opportunity: A Results-Driven Approach to Education

To prepare competent, knowledgeable students, the schools must be equipped to accomplish that objective in both operations and structure. This session will review a plan of action for schools to maximize achievement for all students.

Kit Marshall, President, Action Learning Systems, Inc., Monrovia

Kelly Smith, Director, Products, Action Learning Systems, Inc., Sacramento

Bob Crowe, Director, Strategy Coaching, Action Learning Systems, Inc., Monrovia

Cindy Lenners, Director, Accountability Coaching, Action Learning Systems, Inc., Sacramento

CIA 44

Tuesday
11:30 a.m.–12:45 p.m.
Room 303

University of California “A–G” Graduation Requirements: Strategies for Approval and Quality

This session focuses on preparing students to meet the course requirements for admission to the University of California and California State University campuses. Presenters will discuss strategies to enable career-technical education courses to attain approval and ensure academic rigor.

Roman Stearns, Office of the President, University of California

Lloyd McCabe, Consultant, California Department of Education

Susan Wilbur, Director of Undergraduate Admissions, Office of the President, University of California

CIA 45

Tuesday
11:30 a.m.–12:45 p.m.
Room 309

Strategic and Intensive Academic Intervention: An Overview and Implications for the Master Schedule

Presenters will share a model for changing high school master schedules to accommodate students who need additional strategic and intensive intervention.

Cathy Spriggs, Consultant and Strategic Instruction Model Trainer, Stanislaus County Office of Education

Jill Hatanaka, Consultant, Stanislaus County Office of Education

Scott Luhn, Vice Principal, Amos Alonzo Stagg High School, Stockton

Noemi Esquer, Literacy Coach, Callexico High School, Callexico

Mary Shelton, Principal, John F. Kennedy High School, Sacramento City Unified School District

CIA 46

Tuesday
11:30 a.m.–12:45 p.m.
Room 318

Improving Achievement and Closing Gaps: A Rigorous Common Core for All

This presentation will explore opportunity “gaps” that make student achievement “gaps” possible. The presenter will also illustrate the benefits of a rigorous high school curriculum for students bound for college and students headed for the workforce.

Russlynn Ali, Director, Education Trust West, Oakland

CIA 47

Tuesday
11:30 a.m.–12:45 p.m.
Room 304

Career and Technical Education Program Online!

The Butte County Office of Education Regional Occupational Program will present its Career and Technical Education Program online. Learn how this new high-tech program identifies and reinforces academic standards as well as aligns with the Standardized Testing and Reporting Program (STAR) and the *California High School Exit Examination (CAHSEE)*.

Al Tweltridge, Administrator, Regional Occupational Centers and Programs, California Department of Education

Paul Watters, Director, Regional Occupational Program, Butte County Office of Education

Brian Ausland, Curriculum Coordinator, Regional Occupational Programs, Butte County Office of Education

CIA 48

Tuesday
11:30 a.m.–12:45 p.m.
Room 302

Improving the Academic Writing of High School Students: Lessons Learned and Promising Practices

Participants will learn about the California Writing Project and the results of a study of 12,789 students not traditionally college-bound and how teachers who participated in the study learned how students can improve academic writing skills.

Jayne Marlink, Executive Director, California Writing Project, University of California, Berkeley

Marlene Carter, Codirector for Secondary Literacy, California Writing Project, University of California, Berkeley

Louann Baker, Associate Director, Central California Writing Project, University of California, Santa Cruz

Rochelle Ramay, Associate Director, Northern California Writing Project, California State University, Chico

CIA 49

Tuesday
11:30 a.m.–12:45 p.m.
Room 105

Health Education and HIV/AIDS Prevention for Science Teachers

State survey results indicate more than half of the teachers teaching health education are science teachers. To support those responsible for developing the health education curriculum, this workshop identifies requirements, best practices, and other resources needed to design appropriate, grade-level health instruction.

Phil La Fontaine, Administrator, Mathematics and Science Leadership Office, California Department of Education

Jeri Day, Consultant, School Health Connections, California Department of Education

Chris Berry, Consultant, School Health Connections, California Department of Education

Raleigh Philp, Adjunct Professor, Pepperdine University

Carol Shaw, HIV/AIDS Health Education Coordinator, Sweetwater Union School District, San Diego

CIA 50

Tuesday
11:30 a.m.–12:45 p.m.
Room 315

Successful Practices for Improving the Performance of California High Schools

This overview of strategies for improving state-monitored high schools will emphasize curriculum alignment, program development, instructional delivery, and achievement monitoring that have contributed to improved student achievement in two California high schools.

Laura Wagner, Administrator, Intervention Assistance Office, School Improvement Division, California Department of Education

Wendy Gudalewicz, Principal, Independence High School, East Side Union High School District, San Jose

Nellie Meyer, Principal, Clairemont Senior High School, San Diego

Joel Herrera, Education Programs Coordinator, James Lick High School, East Side Union High School District, San Jose

Arlando Smith, Program Manager, Stupski Foundation, Mill Valley

CIA 51

Tuesday
11:30 a.m.–12:45 p.m.
Room 301

Literacy Across the Curriculum

This interactive workshop will demonstrate how Literacy Across the Curriculum can promote access to learning and to the content standards for all students. Participants will model instructional strategies and discuss their effectiveness.

Sheila Johnston, Curriculum Specialist, Sacramento County Office of Education

CIA 52

Tuesday
11:30 a.m.–12:45 p.m.
Room 319

California State University Early Assessment Program, Part II

Participants will learn about the collaboration between the California State University and county offices of education on a pilot twelfth-grade reading and writing course to help English teachers assess students during their senior year of high school. Presenters will describe professional development offerings and future plans for early assessment in both English and mathematics.

Nancy Brynson, Codirector, Center for the Advancement of Reading, California State University Office of the Chancellor, Sacramento

Chris King, Assistant Superintendent, Stanislaus County Office of Education

Robby Ching, Professor, and Director of the Learning Skills Center, California State University, Sacramento

CIA 53

Tuesday
11:30 a.m.–12:45 p.m.
Room 205

Teaching and Learning in the New Small High School: The New Tech High Learning System

This session will showcase a northern California high school's student-centered, project-based, and rigorous learning environment. Custom technology tools were used to organize and share curriculum, chart student progress, communicate with families, and collect needed data. The presenters will also share the challenges and the way technology tools helped to address those challenges.

Paul Curtis, Director of Curriculum, New Technology Foundation, Tucson, Arizona

Bob Pearlman, Director of Strategic Planning, New Technology Foundation, Tucson, Arizona

State Superintendent's High School Summit 2004
P R O G R A M P L A N N E R
Monday, October 25

Location	SESSION 1 Opening and Keynote 9:30 am–12:15 pm	SESSION 2 Regional Working Lunch 12:15–1:30 pm	SESSION 3 1:45–3:00 pm	SESSION 4 3:15–4:30 pm	SESSION 5 4:30–5:30 pm	Reception 5:30–7:30 pm
Exhibit Hall B	Jack O'Connell Kati Haycock Willard Daggett					Sheraton Grand Ballroom 1230 J St <i>Sponsors:</i> California Teachers Association California School Boards Association WestEd
Activity Room 104			SSI 88	PLC 78		
Activity Room 105			SST 112	CIA 13		
Activity Room 201			CIA 5	CIA 21		
Activity Room 202		Region 11	Bottoms SST 111	Bottoms SST 113	Johnson LDR 63	
Activity Room 203		Region 4	PLC 76	CIA 17		
Activity Room 204			Johnson LDR 54	Beers CIA 12	Beers CIA 23	
Activity Room 205			CIA 3	CIA 14		
Ballroom 301			LDR 57	LDR 58		
Ballroom 302			CIA 10	SSI 91		
Ballroom 303				CIA 15		
Ballroom 304			SSI 87	CIA 20		
Ballroom 305			CIA 8	SSI 89		
Ballroom 306		Region 6	Swanson SSI 85	CIA 18		
Ballroom 307		Region 10	CIA 4	CIA 22		
Ballroom 308			PLC 74	SST 114	SST 115	
Ballroom 309		Region 1	SSI 86	LDR 59		
Ballroom 310		Region 3	CIA 1	SSI 90		
Ballroom 311		Region 2				
Ballroom 312		Region 8	LDR 55	SSI 92		
Ballroom 313		Region 9	CIA 2	PLC 79		
Ballroom 314			LDR 56	LDR 61	LDR 64	
Ballroom 315		Region 5	CIA 6	PLC 77		
Ballroom 316			CIA 7	LDR 60		
Ballroom 317			PLC 75	CIA 16		
Ballroom 318			CIA 9	CIA 19		
Ballroom 319		Region 7	CIA 11	LDR 62		

State Superintendent's High School Summit 2004
P R O G R A M P L A N N E R
Tuesday, October 26

Location	SESSION 6 8:30 am - 9:45 am	SESSION 7 10:00 am - 11:15 am	SESSION 8 11:30 am - 12:45 pm	SESSION 9 LUNCH/Concert 12:45 pm-1:45 pm	SESSION 10 Closing 2:00 pm - 3:00 pm
Exhibit Hall B				Lunch/Concert	Jack O'Connell Chauncey Veatch
Activity Room 104	SSI 96	SSI 103	SSI 110		
Activity Room 105	SSI 98	CIA 40	CIA 49		
Activity Room 201	CIA 27	CIA 37	SST 121		
Activity Room 202	Jack O'Connell Doug Reeves PLC 80	Reeves PLC 81			
Activity Room 203	SSI 95	SSI 102	CIA 28		
Activity Room 204					
Activity Room 205	CIA 30	PLC 82	CIA 53		
Ballroom 301	SSI 94	CIA 36	CIA 51		
Ballroom 302	SSI 97	CIA 42	CIA 48		
Ballroom 303	CIA 25	SSI 101	CIA 44		
Ballroom 304	CIA 33	LDR 70	CIA 47		
Ballroom 305	SST 116	SST 119	SSI 107		
Ballroom 306	Gloeckler SSI 93		Gloeckler SSI 105		
Ballroom 307	CIA 32	Quiroz SSI 99	Quiroz SSI 104		
Ballroom 308	CIA 24	CIA 35	Swanson SSI 108		
Ballroom 309	SST 117	CIA 41	CIA 45		
Ballroom 310		LDR 68	SSI 109		
Ballroom 311					
Ballroom 312	LDR 65	SSI 100	SSI 106		
Ballroom 313	CIA 31		SST 120		
Ballroom 314	SST 118	CIA 43	PLC 84		
Ballroom 315	CIA 29	LDR 71	CIA 50		
Ballroom 316	CIA 34	LDR 69	PLC 83		
Ballroom 317	LDR 66	CIA 38	LDR 73		
Ballroom 318	CIA 26	LDR 72	CIA 46		
Ballroom 319	LDR 67	CIA 39	CIA 52		

Legend

CIA	Curriculum, Instruction, and Assessment
LDR	Leadership
PLC	Professional Learning Communities
SSI	Student Support and Intervention
SST	Size, Structure, Time

Leadership

LDR 54

Monday
1:45 p.m.–3 p.m.
Room 204

Transforming Secondary Education

This session will focus on the role of leadership in transforming secondary education. It will emphasize three critical issues: (1) creating and sharing a believable vision of secondary education; (2) changing existing systems and developing new systems; and (3) building the capacity of educators and communities to work effectively in the aforementioned systems. During the follow-up session (LDR 63), Johnson will facilitate audience discussion and questions.

Joe Johnson, Special Assistant to the Ohio Superintendent of Schools

LDR 55

Monday
1:45 p.m.–3 p.m.
Room 312

Closing the Gap in Math: San Diego County's Compact

Learn about San Diego County's compact to address the achievement gap in mathematics. Participants will receive information and materials to assist them in closing the gap in math results around the state.

Rudy M. Castruita, San Diego County Superintendent of Schools

Edward M. Brand, Superintendent, Sweetwater Union High School District

Karen LaBonte, Special Assistant to the Superintendent, San Diego County Office of Education

LDR 56

Monday
1:45 p.m.–3 p.m.
Room 314

Breaking Ranks II: Strategies for Leading High School Reform (Part I)

This session will focus on three core areas of *Breaking Ranks II*, a field guide for school principals and leadership teams. The core areas are Collaborative Leadership and Professional Learning Communities; Personalization; and Curriculum, Instruction, and Assessment.

Peter Reed, Associate Director of Professional Development Services, National Association of Secondary School Principals, Reston, Virginia

LDR 57

Monday
1:45 p.m.–3 p.m.
Room 301

Developing Academic Success for Limited Formal Schooling and Long-Term English Learners

Need help for your older, struggling English learners? Learn how teachers can assist secondary English learners, who lack academic content knowledge and English-language proficiency, by using four research-based keys to close the achievement gap.

Sergio Quinto, Instruction and Professional Development Consultant, California Teachers Association, Burlingame

Lorraine Vara, Professor/Consultant, California Teachers Association, Chino Hills

LDR 58

Monday
3:15 p.m.–4:30 p.m.
Room 301

Strategies to Develop and Sustain Successful Regional Partnerships

This session will focus on collaboration between public schools and higher education to promote access, equity, and student achievement. Panelists will present research-supported and essential principles and strategies for collaboration and discuss the feasibility of forming a California Network of Regional Partnerships.

Dennis Galligani, Associate Vice President for Student Academic Services, University of California, Office of the President, Oakland

Charles Lindahl, (Retired) Associate Vice Chancellor for Academic Affairs, California State University, Office of the Chancellor, Long Beach

Diane Siri, Superintendent, Santa Cruz County Office of Education

Penny Edgert, Coordinator, California Education Round Table Intersegmental Coordinating Committee, Sacramento

LDR 59

Monday
3:15 p.m.–4:30 p.m.
Room 309

Supporting High School Reform—Aiming High: High Schools for the Twenty-first Century

This session is devoted to *Aiming High*, the Department of Education’s “how-to” document for standards-based education. Participants will have an opportunity to discuss high school reform issues, current research, and resources for an update of *Aiming High* and the *Aiming High Toolkit*.

John Merriis-Coots, Consultant, High School Initiatives/Career Education Office, California Department of Education

LDR 60

Monday
3:15 p.m.–4:30 p.m.
Room 316

County Resources and District and School Support Services for Improving High Schools

Participants will learn more about the Regional System of District and School Support (RSDSS) and its efforts to assist high schools and school districts as they work to implement reform strategies. Participants will gain a better understanding of available resources and how to use them.

Charles V. Vidal, Director, RSDSS, San Joaquin County Office of Education

Linda Reed, Consultant, Los Angeles County Office of Education

Tim Murphy, Senior Project Director, Los Angeles County Office of Education

Nancy Todd, Region 1 Director, RSDSS, Lake County Office of Education

Valerie Chrisman, Director, District and School Support Services, Ventura County Superintendent of Schools Office

LDR 61

Monday
3:15 p.m.–4:30 p.m.
Room 314

Breaking Ranks II: Strategies for Leading High School Reform (Part II)

This session will focus on three core areas of *Breaking Ranks II*, a field guide for school principals and leadership teams. The core areas are Collaborative Leadership and Professional Learning Communities; Personalization; and Curriculum, Instruction, and Assessment.

Peter Reed, Associate Director of Professional Development Services, National Association of Secondary School Principals, Reston, Virginia

LDR 62

Monday
3:15 p.m.–4:30 p.m.
Room 319

High School Academic Performance Index and Adequate Yearly Progress – Making Targets

This session focuses on California's Academic Performance Index, authorized by the California Public Schools Accountability Act of 1999, and the federal Adequate Yearly Progress, authorized by the No Child Left Behind Act of 2001. Presenters will discuss criteria and results for high schools for 2003 and 2004.

Bill Padia, Director, Policy and Evaluation Division, California Department of Education

Robert Bernstein, Administrator, Educational Planning and Information Center, California Department of Education

Rachel Perry, Administrator, Evaluation, Research, and Analysis, California Department of Education

LDR 63

Monday
4:30 p.m.–5:30 p.m.
Room 202

Transforming Secondary Education

Follow-up session (See Monday, 1:45 p.m.–3 p.m., LDR 54)

Joe Johnson, Special Assistant to the Ohio Superintendent of Schools

LDR 64

Monday
4:30 p.m.–5:30 p.m.
Room 314

Breaking Ranks II: Strategies for Leading High School Reform (Part III)

This session will focus on three core areas of *Breaking Ranks II*, a field guide for school principals and leadership teams. The core areas are Collaborative Leadership and Professional Learning Communities; Personalization; and Curriculum, Instruction, and Assessment.

Peter Reed, Associate Director of Professional Development Services, National Association of Secondary School Principals, Reston, Virginia

LDR 65

Tuesday
8:30 a.m.–9:45 a.m.
Room 312

Working Together—Building a Culture of School Improvement

Participants will gain practical ideas for implementing shared leadership and high expectations for students and staff. This highly positive and motivating culture has been the impetus for improved student achievement in a high-poverty, underperforming school.

Karen Janney, Principal, Montgomery High School

Lori Morris, Resource Teacher, Montgomery High School

Nancy Stubbs, Assistant Principal/Staff Development Coordinator, Montgomery High School, Sweetwater Union High School District

Ernie Anastos, Area Superintendent, Sweetwater Union High School District, San Diego

LDR 66

Tuesday
8:30 a.m.–9:45 a.m.
Room 317

How Can You Help Your High School Become High Performing?

This session features *KEYS 2.0*, a research-based tool developed by the National Education Association to help assess key quality indicators of high-performing schools. *KEYS 2.0* is administered online or on paper and is available in English and Spanish.

Marlene Fong, Instruction and Professional Development Consultant, California Teachers Association, Norco

LDR 67

Tuesday
8:30 a.m.–9:45 a.m.
Room 319

Strategies for Establishing High-Performing High Schools

A panel of school principals will share approaches for building powerful instructional programs, nurturing professional learning communities, creating partnerships with parents and community, and exercising leadership to develop and refine practices that have contributed to school and student success.

David Moorhouse, Director, Curriculum and Instructional Services, Los Angeles County Office of Education

Leo Camalich, Principal, La Serna High School, Whittier Union High School District

Linda Evans, Principal, Crescenta Valley Senior High School, Glendale Unified School District

Emilio Urioste, Jr., Principal, John Burroughs High School, Burbank

LDR 68

Tuesday
10 a.m.–11:15 a.m.
Room 310

Districts (Local Educational Agencies) in Program Improvement: Implementation of the New No Child Left Behind Act Requirements

This session provides an overview of the roles, responsibilities, and resources for school districts identified for program improvement in fall 2004.

Laura Wagner, Administrator, Intervention Assistance Office, California Department of Education

Anne Just, Administrator, Title I Policy and Partnership Office, California Department of Education

Jenny Singh, Consultant, Intervention Assistance Office, California Department of Education

Craig Heimbichner, Consultant, Intervention Assistance Office, California Department of Education

Patricia S. Terry, Education Programs Consultant, Intervention Assistance Office, California Department of Education

LDR 69

Tuesday
10 a.m.–11:15 a.m.
Room 316

The High School Pupil Success Act: School District/Community Partnerships

This joint initiative between the California Department of Education and the Bill & Melinda Gates Foundation provides the opportunity to rethink and strengthen roles, systems, and structures and build strong community/school district alliances. Representatives from two of the eleven partnerships will discuss their efforts to create, reform, and support secondary school redesign.

Francine Joselowsky, Senior Program Manager, The Forum for Youth Investment, Washington, D.C.

Paul Johnson, Washington Unified School District, West Sacramento

Deanna Hanson, Chief Executive Officer, Linking Education and Economic Development (LEED), Sacramento

Sue Olds, Assistant Superintendent, Petaluma City Elementary School District

Pat Landrum, Executive Director, Petaluma Healthy Community Consortium

LDR 70

Tuesday
10 a.m.–11:15 a.m.
Room 304

High-Wage and High-Skill Equity Nontraditional Careers: Online Courses and Attracting, Training, and Retaining Students

This session focuses on the Opportunity and Accountability Initiative, a school reform model that uses research by Brown University's Annenberg Institute for School Reform. The model supports an educational system that uses technology to create a process to improve student development.

Mary Lou Naylor, Consultant, Regional Occupational Centers and Programs (ROCP) and Workforce Development Unit, California Department of Education

R. Mary Gallet, Consultant, ROCP and Workforce Development Unit, California Department of Education

Rick Larkey, Director, Internet and Media Services, Sacramento County Office of Education

LDR 71

Tuesday
10 a.m.–11:15 a.m.
Room 315

Parent Engagement, Empowerment, and Leadership Strategies for Student Success

This panel reviews family/community empowerment initiatives that support educational success for economically and educationally disadvantaged students. The panel will discuss how the initiatives have successfully linked parents to school services and decision making by using nontraditional methods.

Joseph Castro, University of California, Santa Barbara, Office of Campus Outreach Initiatives

Richard Duran, Professor, University of California, Santa Barbara, Gevirtz Graduate School of Education

Claudia Martinez, Project Director, University of California, Santa Barbara, Center for Chicano Studies

Rosa Armendariz, Director, Oakland, Office of the Parent Institute for Quality Education

Juan Lara, Assistant Vice Chancellor, Office of Enrollment Services, University of California, Irvine

Tom McCoy, Principal, Hueneme High School, Oxnard

LDR 72

Tuesday
10 a.m.–11:15 a.m.
Room 318

High School Change: Working Within the Union

Participants will learn how to work with local teacher associations to address collective bargaining issues that affect school change. The topics include professional rights and responsibilities, teacher quality and professional development, accountability, shared decision making, and compensation issues.

Craig Nelson, Consultant, Instruction and Professional Development, California Teachers Association (CTA)

Susan MacLean, Consultant, Chapter Services, CTA

Yale Wishnick, Specialist, Negotiations and Organizational Development, CTA

LDR 73

Tuesday
11:30 a.m.–12:45 p.m.
Room 317

Early College High School Initiative

This session showcases the Early College High School Initiative, established by the Bill & Melinda Gates Foundation. The initiative supports 15 early college high schools (grades nine through twelve), located on or near California community college campuses. The goal is to improve graduation rates, particularly for students from low-income and minority families.

Robert Nolan, Director, Early College High School Initiative, Pleasant Hill

Jeff Tshudi, Coordinator, Early College High School Initiative, Foundation for California Community Colleges, Pleasant Hill

Professional Learning Communities

PLC 74

Monday
1:45 p.m.–3 p.m.
Room 308

Teacher Collaboration for Student Success: Common Planning with a Purpose

This session focuses on one school's weekly common planning time in which staff discuss student work, share instructional strategies, and implement standards-based instruction.

Cathy Spriggs, Strategies Instruction Model Trainer, Stanislaus County Office of Education

Mary Shelton, Principal, John F. Kennedy High School, Sacramento City Unified School District

PLC 75

Monday
1:45 p.m.–3 p.m.
Room 317

The Principal Training Program (Assembly Bill 75) and Beyond

Participants will learn about adopted instructional materials, master scheduling, effective use of resources, and ways of implementing systems of support to increase student academic achievement. Presenters will review how these issues are being addressed at their school sites, what works, and what support and assistance is needed from outside providers.

Joy Allingham, Consultant, Principal Training Program, California Department of Education

Jeff Sipos, Principal, Heritage Intermediate, Fontana

Ellen Jensen, Professional Development Coordinator, Etiwanda School District

PLC 76

Monday
1:45 p.m.–3 p.m.
Room 203

Beginning Teacher Support and Assessment Induction for Secondary Teachers

This session will focus on promising practices and support for beginning secondary teachers, support providers, and administrators. Program directors will facilitate table discussions to identify and clarify issues and challenges for beginning secondary teachers.

Jean Treiman, Consultant, Professional Development and Curriculum Support Division, California Department of Education

Chris Reising, Cluster Regional Director, Beginning Teacher Support and Assessment, San Diego

Phyllis Bravinder, Consultant and Cluster Regional Director, California Department of Education

PLC 77

Monday
3:15 p.m.–4:30 p.m.
Room 315

An Effective Coaching Model to Support High-Priority High Schools

When you change the way you look at things, the things you look at change. This panel presentation will demonstrate how an effective coaching model supports high-priority high schools as they embrace change in challenging times

Cordy Rodriguez, Coordinator, Services to English Language Learners and Statewide System of School Support, Orange County Department of Education

Debbie Granger, History-Social Science Coordinator, Orange County Department of Education

Antonio Espinoza, Principal, Valley High School, Santa Ana

Greg Rankin, Principal, Century High School, Santa Ana

Michael Parra, Title I Coordinator, Valley High School, Santa Ana

Margie Salcedo, Assistant Principal, Century High School, Santa Ana

PLC 78

Monday
3:15 p.m.–4:30 p.m.
Room 104

A Journey of Many Changes: A Shared Obligation to High School English Learners

Join this panel of school district administrators and staff from the California Department of Education to review the way student academic achievement data can be used to serve high school English learners.

Lauri Burnham, Administrator, English Learner Accountability Unit

J. Jesus Contreras, Consultant, English Learner Accountability Unit, California Department of Education

Sandy Thorstenson, Superintendent, Whittier Union High School District

Chiung Sally Chou, Deputy Superintendent, Compton Unified School District

Jesse Gonzales, Superintendent, Compton Unified School District

M. Magdalena Carillo Mejia, Superintendent, Sacramento City Unified School District

PLC 79

Monday
3:15 p.m.–4:30 p.m.
Room 313

National Board Certification for Teachers

National Board certification creates a high standard for the teaching profession, and the process offers high-quality professional development. In this session presenters will review the advanced standards for experienced teachers that enables them to help students meet high academic standards.

Kay Garcia, Consultant, Professional Development and Curriculum Support Division, California Department of Education

Stacy Begin, Special Education Teacher, El Camino High School, Sacramento

PLC 80

Tuesday
8:30 a.m.–9:45 a.m.
Room 202

Constructive Approaches to Improving Student Achievement (Part I)

Improving student achievement and educational equity are Doug Reeves' major themes. He helps educators and school leaders enhance student achievement through practical and constructive approaches to standards, assessment, and accountability. Reeves is a frequent speaker in the United States and abroad. He has twice been selected for the Harvard Distinguished Authors Series.

Doug Reeves, Founder and Chairman of the Center for Performance

PLC 81

Tuesday
10 a.m.–11:15 a.m.
Room 202

Constructive Approaches to Improving Student Achievement (Part II)

Follow-up session. (See Tuesday, 8:30 a.m.–9:45 a.m., PLC 80)

Doug Reeves, Founder and Chairman of the Center for Performance

PLC 82

Tuesday
10 a.m.–11:15 a.m.
Room 205

Networking Strategies for Implementing the High Performing High Schools Initiative

Learn how the collaborative efforts of the California Department of Education, the California League of High Schools, and the California County Superintendents Educational Services Association, utilizing networking-based strategies, will assist local educational agencies with implementation of the High Performing High Schools Initiative.

Peter Murphy, Executive Director, California League of High Schools, Long Beach

Chris King, Assistant Superintendent, Stanislaus County Office of Education

Bernie Norton, Administrator, High School Initiatives and Career Education Office, California Department of Education

Andy Parsons, Administrator, Liberty Union High School District, Brentwood

PLC 83

Tuesday
11:30 a.m.–12:45 p.m.
Room 316

Leadership Team Partnership—Coaching Expertise from State, County, District, and Site Perspectives

Presenters representing a county office of education, a school district, a school site, and the California Department of Education will discuss the benefits of coaching teams in secondary schools. They will discuss why data are important in improving literacy instruction and what they have learned while implementing high-quality standards-based systems to achieve ambitious goals.

Judy Maurice, Deputy Superintendent, Imperial County Office of Education

Pat Salcido, Superintendent, Holtville Unified School District

Donna Schoneman, Coordinator for Secondary English Language Arts, Imperial County Office of Education

Lynda Schoonover, Principal, San Pasqual Valley Middle and High School, San Pasqual Valley Unified School District

Debby Lott, Reading Specialist Consultant, California Department of Education

PLC 84

Tuesday
11:30 a.m.–12:45 p.m.
Room 314

Teacher Requirements of the No Child Left Behind Act—Latest Update

Presenters will give new and veteran teachers updates on California's most recent teacher requirements resulting from the federal No Child Left Behind Act. The presentation will include a review of core academic subjects and will clarify new guidance regarding compliance for social studies and science teachers.

Bill Vasey, Director, Professional Development and Curriculum Support Division, California Department of Education

Penni Hansen, Consultant, Professional Development and Curriculum Support Division, California Department of Education

Jean Treiman, Consultant, Professional Development and Curriculum Support Division, California Department of Education

Student Support and Intervention

SSI 85

Monday
1:45 p.m.–3 p.m.
Room 306

Advancement Via Individual Determination – AVID

Advancement Via Individual Determination (AVID) was developed to assist under-achieving ethnic, linguistic minority, and low-income students in one high school. However, it has been responsible for turning around entire schools and has helped students from all backgrounds attain higher levels of achievement. This session will reveal evidence to support AVID's effectiveness in preparing students for entry into a four-year college.

Mary Catherine Swanson, AVID Founder and Executive Director, San Diego
Granger B. Ward, California AVID Statewide Director

SSI 86

Monday
1:45 p.m.–3 p.m.
Room 309

Improving School Climate and Safety: Supporting Positive Discipline for All Students

In this session participants will learn to assess features of effective school discipline programs and ways in which to create a positive, inclusive school culture, address the peer culture and its problems of bullying and harassment, and involve parents in making the school safer.

Jeffrey Sprague, Codirector, Institute on Violence and Destructive Behavior, and Associate Professor of Special Education, University of Oregon

SSI 87

Monday
1:45 p.m.–3 p.m.
Room 304

Developing a Culture for Learning for College Eligibility

This session will showcase the Preuss School, located on the campus of the University of California, San Diego. The school was established to offer college preparatory courses to students whose parents have not graduated from college or students who typically have fewer opportunities to participate in college preparatory courses.

Doris Alvarez, Principal, The Preuss School, University of California, San Diego
Bud Mehan, Sociology Professor, The Preuss School

SSI 88

Monday
1:45 p.m.–3 p.m.
Room 104

Coordinated Interventions for Student Success: Community Day Schools

Presenters will discuss interventions that support success by combining challenging curriculum with teaching style and learning modalities. They will include the benefits of considering social and emotional development and incorporating strategies that encourage student resiliency.

Dan Sackheim, Consultant, Educational Options Office, California Department of Education
Elena Molina, Principal, Golden Valley Secondary Community Day School, Stockton
Diana Blackmon, Principal, Washington Unified School District, West Sacramento
Judy Billingsley, Principal, Chess Academy, Sacramento City Unified School District

SSI 89

Monday
3:15 p.m.–4:30 p.m.
Room 305

Compact for Success—Linking Middle School, High School, and College

Learn about the Compact for Success, a model for program improvement in grades seven through sixteen, articulation, and the development of a more systematic approach to support transitioning students. This session will provide practical suggestions and insights gained during its implementation at Montgomery High School in Sweetwater Union High School District.

Karen Janney, Principal, Montgomery High School, Sweetwater Union High School District

Lori Morris, Resource Teacher, Montgomery High School, Sweetwater Union High School District

Nancy Stubbs, Assistant Principal and Staff Development Coordinator, Montgomery High School, Sweetwater Union High School District

Ernie Anastos, Area Superintendent, Sweetwater Union High School District

SSI 90

Monday
3:15 p.m.–4:30 p.m.
Room 310

Supporting Smooth Transitions from High School to College

This session showcases the partnership between Crescenta Valley High School and Glendale Community College that expands opportunities for students to take advanced placement courses and promotes the goal that *all* students meet the A-G requirements for the University of California and the California State University systems.

Linda Evans, Principal, Crescenta Valley High School

Lisa Reed, Math Department Chair and Standards Resource Teacher, Crescenta Valley High School

Kristen Milano, English Department Standards Resource Teacher, Crescenta Valley High School

Gail Johnson, Counselor, Crescenta Valley High School

SSI 91

Monday
3:15 p.m.–4:30 p.m.
Room 302

Students at Risk: What Does Poverty Have to Do with It?

In this session research is the backdrop for strategies schools can use to help create a better life for students labeled *at risk* because of poverty, language and cultural barriers, and racial discord.

Magdalena Ruz Gonzalez, Language Arts, Literacy, and Biliteracy Curriculum Coordinator, San Bernardino County Superintendent of Schools

SSI 92

Monday
3:15 p.m.–4:30 p.m.
Room 312

Assessing Programs for High School Attendance Improvement and Dropout Prevention

This session will demonstrate how schools, students, and parents benefit from collecting and using regular and accurate data to improve interventions for keeping students in school. Presenters will also showcase exemplary programs for high school attendance improvement and dropout prevention.

David Kopperud, Consultant, Counseling and Student Support Office, California Department of Education

Victor Thompson, Consultant, Los Angeles County Office of Education

Marco Orlando, Education Programs Consultant, Counseling and Student Support Office, California Department of Education

SSI 93

Tuesday
8:30 a.m.–9:45 a.m.
Room 306

Students with Disabilities and Raising Standards: What Do We Know, What Should We Expect?

This session will provide the audience a fresh look at special education programs in the context of today's expectations for student performance. Gloeckler will provide advice and leadership to help educators improve high school outcomes, including graduation rates, for students with disabilities.

Lawrence Gloeckler, Executive Director, Special Education Institute, International Center for Leadership in Education

SSI 94

Tuesday
8:30 a.m.–9:45 a.m.
Room 301

School Counselors: Partners in Student Achievement

By aligning programs with the national standards and using data to effect change, counselors design, implement, and evaluate their programs to improve student attendance, behavior, and achievement. As partners in student achievement, counselors not only answer the question of what school counselors do, but also resolve the question, How does counseling affect students?

Trish Hatch, Director, School Counseling Programs, San Diego State University

SSI 95

Tuesday
8:30 a.m.–9:45 a.m.
Room 203

Aligning Parent Dreams and Expectations to the System

Too often socioeconomically disadvantaged parents do not know how to guide their children down a road they themselves never traveled. How do schools simultaneously raise expectations for students and bring parents along?

Sweet Alice Harris, Executive Director, Parents of Watts, Los Angeles

SSI 96

Tuesday
8:30 a.m.–9:45 a.m.
Room 104

Alternative Advanced Placement and "A–G" Class Delivery

Participants will review online curriculum materials for teachers, including those developed by the University of California for college preparatory, Advanced Placement, and honors courses. Presenters will also review other technology tools that can assist students.

Francisco Hernandez, Vice Chancellor of Student Affairs, University of California, Santa Cruz

Moises Torres, Project Director, University of California College Prep (UCCP), University of California, Santa Cruz

Rafael Granados, Assistant Director, UCCP, University of California, Santa Cruz

Andrea Hesse, Assistant Director, UCCP, University of California, Santa Cruz

SSI 97

Tuesday
8:30 a.m.–9:45 a.m.
Room 302

County Office School Connection: Student Success Collaborations

The founder of the One Program demonstrates how united vision and action produce success for students formerly at risk of failure. The presenters will offer evidence of how these students rise to the challenge of high standards because of the nurturing community of support they receive through the One Program.

Mick Founts, Deputy Superintendent for Student Programs and Services, San Joaquin County Office of Education

Jacqueline Flowers, Assistant Superintendent, County-Operated Schools and Programs, San Joaquin County Office of Education

SSI 98

Tuesday
8:30 a.m.–9:45 a.m.
Room 105

High-Risk Graduates: Powerful Interventions That Help Kids Succeed

Presenters from model continuation and alternative high schools will share coordinated interventions that supported students in their transition to college and career. They will also share strategies that worked with students who would not have graduated from high school without this support.

Janet Knoeppel, President, California Continuation Education Association, Signal Hill

Carlye Olsen, Principal, Frontier High School, Whittier

SSI 99

Tuesday
10 a.m.–11:15 a.m.
Room 307

Culture of Youth, Belonging, and Bullying

This session is a call to action for schools and communities to fundamentally recognize and acknowledge the existence of bullying and other harassing behaviors, the way in which they permeate school climate, and how the school community (including parents) can take action to change the environment and eliminate destructive behavior.

Hilda Clarice Quiroz, Program Developer and Training Specialist for the National School Safety Center, Westlake Village

SSI 100

Tuesday
10 a.m.–11:15 a.m.
Room 312

Riverside County Achievement Team

This session showcases the Riverside County Achievement Team, a collaborative formed to help students succeed. The presenters will demonstrate the effectiveness of the team's approach to student success, its work, and the coaching techniques used in transforming schools into professional learning communities.

Nita Granthan, History–Social Science Coordinator, Riverside County Office of Education

Lanelle Ward, Reading Coordinator, Riverside County Office of Education

Mike Jones, Assistant Superintendent, Riverside County Office of Education

Terry Wilhelm, Administrator, Riverside County Office of Education

SSI 101

Tuesday
10 a.m.–11:15 a.m.
Room 303

Healthy, Supported, and Connected: Insights and Evidence from Research About High School Youths, Youth Development, and Academic Success

This session brings to life published research regarding how a supportive school climate can engage unmotivated teenagers. Learn how students' connection to school and their sense of belonging affect test scores. This workshop demonstrates how listening transforms students with risk behaviors, creates a positive connection to school, and enhances achievement.

Greg Wolfe, Consultant, Safe and Healthy Kids Program Office, California Department of Education

Bonnie Benard, Senior Program Associate, WestEd, Oakland

Carol Burgoa, Consultant, Resilience Associates, San Rafael

High school students

SSI 102

Tuesday
10 a.m.–11:15 a.m.
Room 203

Summer Algebra Academies: A Successful Strategy for Building Student Success in Imperial County

The University of California's educational outreach program is intended to increase the number of students who prepare for and attend college. The Summer Algebra Academies prepare students entering the ninth grade for algebra and encourage parental support for students' ambition to prepare for college.

Blas Guerrero, Director of Regional Outreach Initiatives and Partnerships, Office of the President, University of California

John D. Anderson, Superintendent of Schools, Imperial County, and President, California County Superintendents Educational Services Association

Tony Munguia, Principal, Brawley High School, Brawley Union High School District

SSI 103

Tuesday
10 a.m.–11:15 a.m.
Room 104

Community Colleges in the Middle: Enabling Transitions

This session will provide participants with information about the "special admit status" for high school students. Other structures are presented for postsecondary intersegmental course articulation to help students make the transition from high school to community college and from community college to four-year colleges and universities.

Dona Boatright, Vice Chancellor, Educational Services, California Community Colleges Chancellor's Office

Linda Michalowski, Vice Chancellor, Student Services, California Community Colleges Chancellor's Office

Kate Clark, President, Academic Senate, California Community Colleges Chancellor's Office, Sacramento

SSI 104

Tuesday
11:30 a.m.–12:45 p.m.
Room 307

Integrating High Standards of Behavior into High Standards of Achievement: Bringing Bullying Prevention Alive in Our Schools

This session asks the question, *What are we doing right?* and demonstrates why bullying prevention must be integrated into all aspects of the school. Participants will learn about the role and responsibility of students, teachers, parents, and administrators and provide effective strategies that support safe and positive learning environments where students can learn and teachers can teach.

Hilda Clarice Quiroz, Program Developer and Training Specialist for the National School Safety Center, Westlake Village

SSI 105

Tuesday
11:30 a.m.–12:45 p.m.
Room 306

Students with Disabilities and Raising Standards: What Do We Know, What Should We Expect?

Repeat session. (See Tuesday 8:30 a.m.–9:45 a.m., SSI 193)

Lawrence Gloeckler, Executive Director, Special Education Institute, International Center for Leadership in Education

SSI 106

Tuesday
11:30 a.m.–12:45 p.m.
Room 312

Building Systems of Academic Support Through Extended-Day Programs

Participants will learn about two unique high school programs that provide opportunities for all students to gain access to the core academic standards and noncore enrichment activities aimed at helping them achieve. These programs rely on collaborative efforts by the school community to provide equity, access, and support for all students.

Pat Rainey, After School Partnerships Office, California Department of Education

Ian Pumpian, Professor of Education, San Diego State University

Joe Trautwein, Coordinator of Extended-Day Programs, Pajaro Valley Unified School District, Watsonville

SSI 107

Tuesday
11:30 a.m.–12:45 p.m.
Room 305

Civil Rights and Title IX: Meeting the Office for Civil Rights Requirements in Your Programs

Presenters will review materials and technical assistance that schools can use to evaluate whether their programs and practices comply with the legal requirements of the Office for Civil Rights regarding California's diverse student population.

Arthur Zeidman, Director, Office for Civil Rights, San Francisco

R. Mary Gallet, Educational Equity/Title IX Compliance Coordinator, Regional Occupational Centers and Programs and Workforce Development Office, California Department of Education

Andrea Willis, Director, Internet and Media Services, Sacramento County Office of Education

SSI 108

Tuesday
11:30 a.m.–12:45 p.m.
Room 308

Advancement Via Individual Determination

Follow-up session. (See Monday, 1:45 p.m.–3 p.m., SSI 85)

Mary Catherine Swanson, AVID Founder and Executive Director, San Diego

Granger B. Ward, California AVID Statewide Director

SSI 109

Tuesday
11:30 a.m.–12:45 p.m.
Room 310

The Relationship Between Learning Support and Academic Achievement

This session presents recent research that documents the relationship between academic learning and health risk behaviors, students' well-being, and the school environment. Presenters will share effective learning support strategies, such as those found in Riverside County's Connect to Achieve Initiative and others for improving academic learning.

Wade Brynerson, Administrator, Counseling and Student Support Office, California Department of Education

Caroline Roberts, Administrator, School Health Connections/Healthy Start, California Department of Education

Mike Jones, Assistant Superintendent, Riverside County Office of Education, Riverside

Joel Phillips, President, Center for Applied Research Solutions, Folsom

SSI 110

Tuesday
11:30 a.m.–12:45 p.m.
Room 104

California GEAR UP

California GEAR UP is a program designed to help middle schools ensure that all students are prepared for college. It provides data-driven professional development for principals, teachers, and counselors and supports the involvement of families and the schools. The session will review program services, resources, and evaluation tools.

Shelley Davis, Director, California GEAR UP, Sacramento

Penny Edgert, Coordinator, California Round Table Intersegmental Coordinating Committee, Sacramento

Size, Structure, Time

SST 111

Monday
1:45 p.m.–3 p.m.
Room 202

High Schools That Work

The program *High Schools That Work* offers a challenging academic foundation with career/technical or academic concentration to prepare high school students for the workplace and further education. The speaker will discuss proven strategies to promote secondary improvement and facilitate a discussion with participants in an immediate follow-up session.

Gene Bottoms, Senior Vice President, Southern Regional Education Board

SST 112

Monday
1:45 p.m.–3 p.m.
Room 105

Smaller Learning Communities as a Tool for High School Improvement

Representatives from two schools in Los Angeles will describe how they have implemented smaller learning communities as an effective restructuring strategy. Participants will review research showing how smaller learning communities have improved teacher and student relationships, teacher collaboration, and student achievement.

Rose Owens-West, Senior Project Director, WestEd, Sacramento

Phil Naimo, Principal, Woodrow Wilson High School, Los Angeles

Pete Murchison, Principal, Irvington High School, Emery Unified School District, Fremont

SST 113

Monday
3:15 p.m.–4:30 p.m.
Room 202

High Schools That Work

Follow-up session. (See Monday, 1:45 p.m.–3 p.m., SST 111)

Gene Bottoms, Senior Vice President, Southern Regional Education Board

SST 114

Monday
3:15 p.m.–4:30 p.m.
Room 308

Closing the Achievement Gap—Ninth Grade Focus (Part I)

Across the country model high schools agree that what happens during students' critical first year of high school is the key to the students' academic success. This workshop will review stories from the ninth grade in 30 model schools across the country and discuss best practices for closing the achievement gap.

Gary M. Fields, Senior Consultant, International Center for Leadership in Education

SST 115

Monday
4:30 p.m.–5:30 p.m.
Room 308

The Ninth Grade Year: The Foundation for High School Success (Part II)

The session will feature the ninth grade stories of high schools with one thing in common – an uncompromising commitment to not allow freshmen to fail. A myriad of strategies will be presented, including small learning communities, academic interventions, mentoring, tutoring, and others.

Gary M. Fields, Senior Consultant, The International Center for Leadership in Education

SST 116

Tuesday
8:30 a.m.–9:45 a.m.
Room 305

Science Framework—Latest Update

This session is designed to inform participants about the *Science Framework for California Public Schools* and provides guidance for designing science programs for schools. The presenters will highlight the need for strong standards-based science programs that will meet the state and national assessments being implemented.

Phil Lafontaine, Administrator, Mathematics and Science Leadership Office, California Department of Education

Lisa Fassett, Consultant, Mathematics and Science Leadership Office, California Department of Education

Christopher Dowell, Consultant, Curriculum Frameworks and Instructional Resources, California Department of Education

SST 117

Tuesday
8:30 a.m.–9:45 a.m.
Room 309

One Size Doesn't Fit All: Magnet-like Options Engage Students and Facilitate Success

This presentation will include ways to ensure student engagement, how to choose the best alternative school for the community, the challenges of managing a nontraditional program, and key practices that contribute to high expectations and outcomes for *all* students.

Mary Jones, Consultant, Educational Options Office, California Department of Education

Donn Harris, Principal, School of the Arts High School, San Francisco

Robert Rodden, Principal, Davis School for Independent Study, Davis Joint Unified School District

Mike Crilly, Superintendent, Jefferson Union High School District, Daly City

SST 118

Tuesday
8:30 a.m.–9:45 a.m.
Room 314

Innovative and High-Performing Charter High Schools

A panel of charter school leaders share how they used data and research-supported learning strategies to drive instruction, created cultures of excellence, and sustained improved student performance over time.

Marta Reyes, Director, Charter Schools Division, California Department of Education

Peter Thorp, Founder and Executive Director, Gateway High School, San Francisco

Mark Kushner, Founder and Chief Executive Officer of Leadership Public Schools, San Francisco

Don Shalvey, Cofounder and Chief Executive Officer for Aspire Public Schools, Oakland

Steve Barr, Chief Executive Officer and Founder, Green Dot Public Schools, Venice

Margaret Fortune, Superintendent, St. HOPE Public Schools, Sacramento

SST 119

Tuesday
10 a.m.–11:15 a.m.
Room 305

Model High School for Delivery of Academic and Career Education

Participants will learn about the Oxford Academy, a school of choice for grades seven through twelve with a rigorous curriculum, exemplary community and parent involvement, and relevant learning experiences for students on a career pathway.

Cheryl Jensen, Teacher, Oxford Academy, Cypress

Diane Erickson, Chairperson, English Department, Oxford Academy, Cypress

SST 120

Tuesday
11:30 a.m.–12:45 p.m.
Room 313

Implementation of Smaller Community Structures and Strategies

This session will focus on how to establish and use various smaller learning community structures and strategies, such as academies, house plans, freshman transition, alternative scheduling, and others. Presenters will include methods for forging staff collaboration and gaining a focus on student learning and will review potential sources of funding.

Patricia Clark, Consultant, Career Academy Support Network, University of California, Berkeley, Graduate School of Education

Jeff Harding, Assistant Superintendent, Windsor Unified School District

Michelle Lau, Teacher, Irvington High School, Fremont

SST 121

Tuesday
11:30 a.m.–12:45 p.m.
Room 201

Improving Student Achievement . . . One Student at a Time

This panel of students and teacher advisors will inform participants about The Big Picture, an advisory structure that originated in Providence, Rhode Island, and was implemented in the Sacramento City Unified School District in 2002. The panel will demonstrate how the advisory structure works, how students and teachers benefit, and how instructional time is allocated.

Lead Presenter: **Elizabeth Kay**, Principal, The Met Sacramento (Charter) High School, Sacramento

Co-Presenter: **Patricia Gebhardt**, Teacher

Student Co-Presenters:

Lea Andrews

Andrew LeMar

Haime Lopez

April MacDonald

Javier Martinez

Vanessa Martinez

Justin Williams

Xavier Williams

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Sacramento Convention Center

